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ABSTRACT

Part I of this evaluation report discusses the enrichment and remediation effects of a summer school program for disadvantaged students, K-6. Reading and mathematics instruction were offered along with a home school worker program and sports activities. Part II of the report deals with programs conducted throughout the 1968-69 school year. Student achievement after participating in the study center program is evaluated; both teacher and parent evaluations are assessed. The Home Reading Language Project, an in-service training program for teachers in behavior modification techniques, a program for emotionally disturbed children, and a tutorial program pairing college students and underachieving junior high school students are also evaluated. Copies of evaluation questionnaires are included. (KG)

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Unified School District No. 1
Racine, Wisconsin
Title I E.S.E.A.

EVALUATION REPORT
1968-1969

Regular School Year

Part II

UD009886

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PHASE I - STUDY CENTER PROGRAM

For the evaluation of the Study Center Program, both regular school teachers and study center teachers were asked to rate each child on a number of factors designed to assess pupil achievement and attitude (Form A). The rating was a five point scale ranging from substantially less achievement to substantially improved achievement. In that some of the respondents skipped various questions, the figures in the ensuing data are not consonant. The percent of the total number of responses for each group to each question have been calculated to make more meaningful comparisons possible.

When asked to what degree the students' achievement in reading had changed over the course of the school year, regular school teachers (RSTs) felt that 16 students (14%) had shown substantial improvement, while study center teachers (SCTs) felt that 25 students (22%) had shown such progress. RSTs felt that 36 children (31%) had improved somewhat, while study center teachers felt that 53 students (46%) had so improved. According to the RSTs, 59 students (51%) showed little change in reading achievement, while SCTs rated 35 students (31%) as showing little change. RSTs perceived 5 students (4%) as showing somewhat less achievement. Only one student (1%) was so perceived by SCTs.

Table I shows a further breakdown of the above data by sex and grade level.

In response to the degree of arithmetic achievement shown by pupils, RSTs rated 7 pupils (6%) as substantially improved and SCTs so rated 11 pupils (9%). RSTs rated 54 pupils (49%) as showing little if any change. SCTs perceived 51 pupils (45%) in this manner. RSTs said 4 pupils (4%) showed somewhat less achievement in arithmetic; SCTs assigned this rating to none of their pupils. Both RSTs and SCTs held that one pupil (1%) had shown substantially less achievement in arithmetic over the course of the year.

This data is shown by sex and grade level in Table II.

When asked about improvement in general study skills, RSTs rated 11 students (9%) and SCTs rated 15 students (14%) as having shown substantial improvement. Thirty-five students (30%) according to RSTs and 45 students (40%) according to SCTs improved somewhat. Little change in general study skills was shown by 67 students (56%) according to RSTs and 50 students (45%) according to SCTs. RSTs saw 4 pupils (3%) as somewhat less improved and SCTs so rated one student (1%). Two pupils (2%) were rated substantially less improved by RSTs. No pupils were rated in this manner by SCTs.

This data broken down by sex and grade level is presented in Table III.

When asked about how the general attitude of the children toward school had changed over the course of the school year, RSTs said 10 children (18%) and SCTs said 11 children (10%) had shown substantial improvement. RSTs held that 25 students (21%) had improved somewhat, while SCTs rated 40 students (37%) in this category. Little or no improvement in attitude toward school was shown by 78 students (66%) according to RSTs and by 50 children (47%) according to SCTs. RSTs said 4 students (3%) had shown somewhat less improvement and 2 students (2%) had shown substantially less improvement. SCTs ranked 5 students (5%) and 1 student (1%) in these respective categories.

TABLE I. STUDENTS' ACADEMIC ACHIEVEMENT IN READING SHOWN BY SEX AND GRADE LEVEL

	3rd and 4th Grade Male		3rd and 4th Grade Female		5th and 6th Grade Male		5th and 6th Grade Female	
	RST	SCT	RST	SCT	RST	SCT	RST	SCT
Substantially improved achievement	10	9	1	2	3	9	2	5
Somewhat improved achievement	16	23	10	10	6	12	4	8
Little change if any	23	15	3	4	20	11	13	5
Somewhat less achievement	2	1	1	0	1	0	1	0
Substantially less achievement	0	0	0	0	0	0	0	0

TABLE II. STUDENTS' ARITHMETIC ACHIEVEMENT SHOWN BY SEX AND GRADE LEVEL

	3rd and 4th Grade Male		3rd and 4th Grade Female		5th and 6th Grade Male		5th and 6th Grade Female	
	RST	SCT	RST	SCT	RST	SCT	RST	SCT
Substantially improved achievement	2	6	1	2	3	2	1	1
Somewhat improved achievement	21	18	7	6	10	17	6	10
Little change if any	19	23	8	8	15	13	12	7
Somewhat less achievement	3	0	0	0	1	0	0	0
Substantially less achievement	0	1	0	0	1	0	0	0

TABLE III. IMPROVEMENT IN GENERAL STUDY SKILLS SHOWN BY SEX AND GRADE LEVEL

	3rd and 4th Grade Male		3rd and 4th Grade Female		5th and 6th Grade Male		5th and 6th Grade Female	
	RST	SCT	RST	SCT	RST	SCT	RST	SCT
Substantially improved achievement	4	7	1	2	4	3	2	3
Somewhat improved achievement	15	17	7	7	9	14	4	7
Little change if any	29	22	8	7	16	13	14	8
Somewhat less achievement	2	0	1	0	1	1	0	0
Substantially less achievement	1	0	0	0	1	1	0	0

Childrens' changes in attitude toward school are broken down by sex and grade level in Table IV.

In answer to how the child's self-concept had changed over the course of the school year, RSTs said 8 children (7%) and SCTs said 13 children (12%) had substantially improved. Thirty students (26%) showed some improvement according to RSTs; SCTs held that 44 students (42%) had shown some improvement. Little change in self-concept was experienced by 70 children (60%) according to RSTs and by 47 children (44%) according to SCTs. Seven children (6%) had a somewhat poorer self-concept at the end of the year and one student (1%) had substantially poorer self-concept as rated by RSTs. SCTs put 1 and 1 children (1%) in these respective categories.

Change in self-concept broken down by sex and grade level is given in Table V.

What changes occurred in the child's general classroom behavior over the course of the school year? RSTs said that 6 students substantially improved (5%), SCTs said 8 (10%). Twenty-five (22%) and 21 (24%) improved somewhat as rated by RSTs and SCTs respectively. Little change was exhibited by 75 children (67%) in the regular classroom and by 51 children (61%) in the study centers. Seven children (6%) exhibited somewhat poorer behavior as rated by RSTs; SCTs so rated 4 children (5%). Neither the RSTs nor the SCTs rated any children as having substantially poorer behavior.

Behavior change shown by sex and grade level is presented in Table VI.

Teachers were also asked to rate the children's change in attitude toward reading activities. Seventeen students (15%) as rated by RSTs and 9 students (8%) as rated by SCTs showed substantial positive change. RSTs said 33 (30%) had shown some improvement, SCTs so ranked 57 students (50%). Little change was shown by 54 pupils (50%) in the classrooms and by 38 pupils (36%) in the study centers. RSTs held that 4 pupils (4%) and SCTs held that 2 pupils (2%) had a somewhat poorer attitude toward reading. One student (1%), as ranked by a RST, showed substantially poorer attitude toward reading activities.

Change in pupil attitude toward reading activities presented by sex and grade level will be found in Table VII.

In change in attitude toward arithmetic activities, RSTs said 7 students (7%) showed substantial improvement and SCTs said 8 (8%) had shown this. Thirty-five students (33%) according to the RSTs and 49 students (48%) according to the SCTs showed some improvement. As rated by RSTs, 61 students (58%) exhibited little change in their attitudes toward arithmetic; SCTs put 42 students (41%) in the same category. Both RSTs and SCTs rated 3 children (2%, 3%) as showing somewhat less improvement, while neither group of teachers ranked any students as substantially less improved.

Table VIII shows changes in student attitude toward arithmetic activities broken down by sex and grade level.

As far as general academic performance goes, RSTs said 3 students (3%) and SCTs said 6 students (9%) had substantially improved. Thirty-six pupils (38%) showed some improvement as rated by RSTs and 33 (49%) showed some improvement as rated by SCTs. Little change was exhibited by 54 children (57%) as ranked by RSTs and 28 children (42%) as ranked by SCTs. Two students (2%) showed somewhat less achievement as rated by RSTs, while neither group

TABLE IV. CHANGES IN ATTITUDE TOWARD SCHOOL SHOWN BY GRADE LEVEL AND SEX.

	3rd and 4th Grade Male		3rd and 4th Grade Female		5th and 6th Grade Male		5th and 6th Grade Female	
	RST	SCT	RST	SCT	RST	SCT	RST	SCT
Substantially improved achievement	5	6	1	1	3	2	1	2
Somewhat improved achievement	13	15	6	7	5	14	1	4
Little change if any	26	21	11	6	23	13	18	10
Somewhat less achievement	4	3	0	0	0	2	0	0
Substantially less achievement	2	0	0	0	0	1	0	0

TABLE V. CHANGES IN CHILDREN'S SELF-CONCEPT SHOWN BY SEX AND GRADE LEVEL

	3rd and 4th Grade Male		3rd and 4th Grade Female		5th and 6th Grade Male		5th and 6th Grade Female	
	RST	SCT	RST	SCT	RST	SCT	RST	SCT
Substantially improved achievement	4	6	0	2	2	4	2	1
Somewhat improved achievement	15	20	8	7	6	12	1	5
Little change if any	24	18	10	5	21	13	15	11
Somewhat less achievement	4	2	0	0	2	2	1	0
Substantially less achievement	1	0	0	0	0	1	0	0

TABLE VI. CHANGES IN GENERAL CLASSROOM BEHAVIOR SHOWN BY SEX AND GRADE LEVEL

	3rd and 4th Grade Male		3rd and 4th Grade Female		5th and 6th Grade Male		5th and 6th Grade Female	
	RST	SCT	RST	SCT	RST	SCT	RST	SCT
Substantially improved achievement	2	1	1	1	2	4	1	2
Somewhat improved achievement	11	7	7	4	6	6	1	4
Little change if any	28	16	9	6	20	18	18	11
Somewhat less achievement	3	1	1	0	3	3	0	0
Substantially less achievement	0	0	0	0	0	0	0	0

TABLE VII. CHANGES IN ATTITUDE TOWARD READING ACTIVITIES SHOWN BY SEX AND GRADE LEVEL

	3rd and 4th Grade Male		3rd and 4th Grade Female		5th and 6th Grade Male		5th and 6th Grade Female	
	RST	SCT	RST	SCT	RST	SCT	RST	SCT
Substantially improved achievement	8	3	3	2	3	3	3	1
Somewhat improved achievement	14	25	6	9	11	14	2	9
Little change if any	18	12	7	4	14	14	15	8
Somewhat less achievement	2	1	0	0	2	1	0	0
Substantially less achievement	1	0	0	0	0	0	0	0

TABLE VIII. CHANGES IN ATTITUDE TOWARD ARITHMETIC ACTIVITIES SHOWN BY SEX AND GRADE LEVEL

	3rd and 4th Grade Male		3rd and 4th Grade Female		5th and 6th Grade Male		5th and 6th Grade Female	
	RST	SCT	RST	SCT	RST	SCT	RST	SCT
Substantially improved achievement	3	1	1	0	2	7	1	0
Somewhat improved achievement	17	25	6	9	8	8	4	7
Little change if any	18	11	10	6	19	16	14	9
Somewhat less achievement	2	1	0	0	1	1	0	1
Substantially less achievement	0	0	0	0	0	0	0	0

said any students had shown substantially less improvement in academic performance.

Table IX shows change in academic performance broken down by sex and grade level.

To get a measure of congruence between the RST and SCT ratings, a Pearson Product Moment Correlation was obtained by grade level and sex. In that some questions were left unanswered by some teachers, only data that was available by matched pairs was used. The correlation was figured using a teacher's total response to a given child. Individual item responses were not correlated. The degree of congruence between RST and SCT responses was highest for third and fourth grade males ($r = .78$, $p < .01$). Next came third and fourth grade females ($r = .68$, $p < .01$). For fifth and sixth grade males the degree of congruence was slightly less ($r = .55$, $p < .01$) and was lowest for fifth and sixth grade females ($r = .48$, $p < .05$).

When asked to list five specific ways in which the study center had been beneficial to the students involved (Form B), teachers gave 169 responses that could be broken down into 37 distinct categories. All categories receiving only one, two or three responses were lumped together in a category designated as "other", yielding 20 categories.

The most frequent reply (19 responses) was that the program provided the students with individual attention that may not otherwise have been received. The second most mentioned categories (13 responses) were that the program 1) improved the students' study habits, and 2) the students became more involved and improved in the subject areas of reading and math.

In that there were 20 "no comment" or "don't know" responses, these were considered a category. Other categories and the number of responses for each are as follows:

The student gained a more positive attitude	10 responses
The student experienced success daily	7 responses
Channeled activity into worthwhile activities	6 responses
No noticeable change	6 responses
Child worked more independently	6 responses
Field trips broadened interests	6 responses
Children enjoyed school more	6 responses
The program filled an emotional need providing an identity with a black aide	5 responses
The program afforded students a wider selection of materials	4 responses
Motivation generalized to daily activities	4 responses
The program helped with home problems	4 responses
Students were given the opportunity to work for a goal	4 responses
The program afforded students an opportunity to engage in activities they would not normally have the opportunity to engage in	4 responses
The students improved in basic skills	4 responses
Other	25 responses

TABLE IX. CHANGES IN ACADEMIC PERFORMANCE SHOWN BY SEX AND GRADE LEVEL

	3rd and 4th Grade Male		3rd and 4th Grade Female		5th and 6th Grade Male		5th and 6th Grade Female	
	RST	SCT	RST	SCT	RST	SCT	RST	SCT
Substantially improved achievement	2	2	0	0	1	3	0	1
Somewhat improved achievement	14	16	8	6	10	11	4	0
Little change if any	23	7	7	3	19	13	15	5
Somewhat less achievement	1	0	1	0	0	0	0	0
Substantially less achievement	0	0	0	0	0	0	0	0

When asked to list five major weaknesses of the study center, teachers made 170 responses. Again all categories receiving one, two or three responses were grouped into "other" yielding 14 categories. The most frequently listed weakness (26 responses) was that there was a basic lack of communication between the home, school and the center. The second most frequent reply (21 responses) was that the program should not have been held in the evening. The category "no comment" received 17 replies.

Ten of the teachers felt that discipline problems were a major weakness of the program. Other categories and the number of responses to each are:

Too much paper work	7 responses
The point system sometimes produced an undesirable effect	6 responses
The program aides should have been better trained	6 responses
The method of selecting students was poor	6 responses
The study center teacher and the regular school teacher should work closer together	5 responses
The study centers should be centrally located	5 responses
There should have been a reward system	4 responses
The arithmetic materials were not appropriate	4 responses
Other	53 responses

To the question, "Do you feel the study centers should be continued?" 42 teachers answered yes, 11 answered no, 2 were undecided, and 16 made no reply.

When asked to list five important specific changes that could be made to improve study center effectiveness, teachers made 126 responses which could be broken, as before, into 11 major categories. Aside from "no comment" (21 responses), the most frequently mentioned change was the need for better selection, training and orientation of the aides (11 responses). The second largest area where the teacher saw need for change was in the communication between the office and the centers, policy decisions, etc. (10 responses).

Other categories and the number of responses for each are:

There should be periodic staff meetings	6 responses
Study center teacher and regular teacher should have better communication	6 responses
Field trips should be planned better	5 responses
There should be better organization of materials	5 responses
All sessions should be held immediately after school or in the summer	5 responses
The center should be used during the regular school day	5 responses
Regular teachers should be encouraged to observe students in study center classes and at home school situations	4 responses
There should be a better method of selecting students	4 responses

The majority of replies falling in the "other" category should be, in this instance, grouped into a general category of better all around planning.

There were 61 responses to the question, "To what degree were the efforts of the study center coordinated with the student's experience?" Six teachers said there was a great deal of coordination, 30 replied some coordination, 12 claimed very little coordination, and 13 held that there was no coordination at all.

When asked for specific recommendations to improve communications or coordination of activities and efforts of the study center, 21 teachers did not respond. Seventeen teachers felt it would be highly beneficial to have more staff meetings, and, in the same vein, seven teachers said there should be regular meetings between the study center and classroom teachers. To this question, there were 28 response categories that received three or fewer responses.

The parents involved were asked to help evaluate the study centers by filling out a questionnaire dealing with their child's progress and their feelings about the centers (Form G). Twenty of the respondents felt that the centers had been very beneficial to their child, one felt it had been somewhat beneficial, and one parent felt his child had not benefited at all from the program. The various areas of benefit and the frequency of response as to the degree of benefit are as follows:

Area	Degree of Benefit		
	Very Much	Somewhat	Not at all
Reading	17	5	
Arithmetic	15	7	
Study Skills	12	11	
Classroom Behavior	12	8	1
Attitude Toward School	15	6	1
Attitude Toward Self	11	9	1
Attitude Toward Reading	19	5	
Attitude Toward Arithmetic	16	6	1
Child's Attendance	12	7	1

Twenty-one parents thought that the field trips were an integral part of the program, while three parents considered this aspect as somewhat beneficial. The same ratio applied to the snacks the children received during the day.

All 23 respondents felt the study center teachers were very understanding in their dealings with the children. Twenty parents also felt the aides were very understanding while three responded that the aides were somewhat understanding. Twenty-one parents considered the study center teacher very helpful with their child's work and two parents perceived the teachers as offering some help. Fifteen parents said the aides were very helpful and seven responded that aides were of some help.

When asked in what ways the study center helped their child the most, parents gave the following answers:

Reading, writing and arithmetic	12 responses
Understands words and meaning better	4 responses
Improved self-confidence	4 responses
Gave extra attention to child	3 responses
Improved behavior and attitudes	3 responses
Two or fewer responses category	16 responses

Eight parents found no weakness in the study center program, three felt there was not enough time, and two felt the children could have received more help.

All 23 respondents felt that the study center should be continued.

In the study center program, both regular school teachers and study center teachers perceived a substantial number of students, in some cases more than 50%, as having shown better achievement in most areas. The correlations between regular school teachers' and study center teachers' ratings were all significant at the .05 level or better. In general, study center teachers tended to rate students a little higher than the regular classroom teacher. In that in both instances the ratings came from qualified teachers, it would be worthwhile to take a closer look at exactly what is happening in the study center that seems to motivate children toward higher achievement and see if these factors cannot be carried over to the classroom. The context in which education is presented, as identified by the Coleman Report, is one of the most important variables governing the outcomes. The question is raised what is the difference in context between the study center and the classroom.

The major strengths of the study center program was that it provided students with badly needed individual attention and helped improve study skills. The greatest weakness of the program was a lack of communications between home, the school, and the study center.

Of the 71 teachers responding, only 11 of them felt that the study centers should be discontinued. Only one parent felt that the study center program had not been beneficial to his child, and all parents responding thought the study centers should be continued.

The following tables show the gains that were made by the children participating in the study center program for whom pre-test and post-test data is available. The Gates Oral Reading Test and the Word Recognition Test were used to provide a measure of achievement in reading.

Gates Oral Reading Test

Grade	Average Stay in study center Months	Average gain Months
3rd	4.3	6.5
4th	5.0	7.2
5th	4.2	11.0
6th	4.7	12.0
All Grades	4.6	8.5
All children enrolled less than 3 months	1.3	6.6
All children enrolled more than 3 months	5.1	8.7

Word Recognition Test

Grade	Average Stay in Study Center Months	Average Gain Months
3rd	4.0	7.3
4th	5.0	6.5
5th	5.3	6.5
6th	4.5	7.5
All Grades	4.7	6.9
All children enrolled less than 3 months	1.2	3.0
All children enrolled more than 3 months	5.2	7.5

The average gains made by these children indicate gains greater than the month for month achievement. In most cases, the gains for these pupils in the regular classroom have been considerably less than a month gain for a month's instruction as evidenced by one criterion of selection -- namely severe retardation in the reading achievement based upon standardized achievement tests.

The gains recorded in these tables are encouraging but it would be imperative to compare them with results on subsequent achievement test results and report card grades in the regular classroom. Continued participation in the study center program should be considered to improve the reading skills of the students reported on.

These tests do not reveal the level of comprehension the students have realized. There will be a more concerted effort to get some measure of the children's performance in this area in another year.

PHASE II - HOME READING-LANGUAGE PROJECT

As part of the evaluation of the Home Reading-Language Project, (Form D), teachers were asked to list five specific ways in which the program had benefited students involved. Twenty-five teachers felt that the program benefited the child by giving him individualized help and attention, 16 felt that a more positive home-school relationship had been established, while another 16 felt teachers made no comment. Nine teachers felt the program had increased the students' speed, fluency and comprehension. Fifteen felt it had increased motivation and improved student attitude, 9 felt it had helped the child develop needed self-confidence, and another 9 claimed the program improved parent-child relationship with regard to school work. There were 17 responses placed in the "other" category.

When asked to list five major weaknesses of the Home Reading-Language Project, 15 teachers made responses that could be classes under a general category of need for more planning. These responses dealt with space, time, equipment, instructional materials, etc. Again, a major weakness (11 responses) was the lack of close cooperation between teachers and aides. Along the same line, 9 teachers saw a need for more and better trained, informed aides. Nine teachers saw a need for more communication with the home and more parental involvement. Other weaknesses and the number of responses for each are:

The program should reach more students, especially those who really need it	7 responses
Not enough materials	5 responses
Children are taken from other important classes	4 responses
Lack of coordination between program and regular classes, confusion, description, etc.	4 responses
Other	16 responses

When asked if the Home Reading-Language Project should be continued, 28 teachers said yes, 1 said no, and 1 was undecided.

When asked to list the five most important specific changes which could be made to improve the effectiveness of the Home Reading-Language project, teachers made the following responses:

Enrollment should not be limited to 12	4 responses
Better method for selecting students	4 responses
Should be meetings to share materials, methods, etc.	4 responses
Parents should be required to attend some school sessions	4 responses
There is a need for more tape recorders	4 responses
No comment	4 responses
Other	34 responses

Teachers were also asked to rate each child in the Home Reading-Language Project (Form C). This rating scale was a series of five questions each with a five point rating scale ranging from substantially less improvement (1) to substantially improved achievement (5).

The first question on this scale asked to what degree had the students' achievement in reading changed for the past school year. Thirteen students were perceived as having shown substantial improvement, 29 were considered somewhat improved, 20 students showed little change, and one student showed somewhat less improvement. One a five point scale this yields a mean of 3.86, 95% CI=3.67 < $\bar{X}$ < 4.04. Were there in fact no change the mean would be 3.00.

The second question asked for changes in the students' general study skills over the course of the year. Seven students improved substantially, 34 improved somewhat, 19 showed little change, and 3 had somewhat less achievement. This yields a mean of 3.71, 95% CI=3.53 < $\bar{X}$ < 3.89.

The next question asked what changes had taken place in the students' general classroom behavior during the course of the year. Three students showed substantial improvement, 26 exhibited behavior that was somewhat improved, 29 did not change and in 5 cases the students' behavior was seen as worse than at the beginning of the year. This data yields a mean of 3.43, 95% CI=3.55 < $\bar{X}$ < 3.60.

The fourth question tapped the students' attitude toward reading activities during the course of the year. The attitude of 10 of the students was seen as substantially improved, 35 somewhat improved, 15 little change, and one student's attitude was perceived to have dropped somewhat. The mean for this data is 3.89, 95% CI=3.71< $\bar{X}$ < 4.06.

The final question asked about changes in the students' general academic performance over the year as measured by teacher grades. Three students were perceived as showing substantial improvement, 22 showed some improvement, 29 showed little change, and the academic performance diminished somewhat in 2 cases. This yields a mean of 3.47, 95% CI=3.29 < $\bar{X}$ < 3.65.

Parents were asked to help in the evaluation of the Home Reading Project by filling out a questionnaire (Form H). Ten parents returned the questionnaire and they felt that the program had helped their children in the following ways:

Area of Help	Degree of Help		
	Very Much	Somewhat	None
Reading	8	2	
Study Skills	8	2	
Attitude Toward School	8	2	
Attitude Toward Self	7	3	
Attitude Toward Reading	8	2	
Child's Attendance	6	2	
Classroom Behavior	6	2	

Eight parents described the attitude of the aides in the program as very understanding, one described it as somewhat understanding, while no one felt the aides had been negative toward the children.

When asked if the program aide was able to help the child with their school work, eight parents thought the aide had been very helpful and two felt the aide provided some help. Most of this help was in the area of helping the child to read better and in understanding

numbers and sounds. When asked for weaknesses of the program, four parents responded that there was nothing wrong. Two parents felt inadequate to help their child in that the program was being taught differently than they knew. They felt they could have used more help in this area.

All ten respondents said that the Home Reading Aide came into the home and suggested ways to help the parents improve the child's reading skills. All ten considered this help to be very beneifical.

Six parents reportedly worked with their child daily and four parents said they worked with their child on the average of four times a week. In looking toward the future, three parents said they would like to work with the aide as often as possible and three would like to work with the aide on a once a week basis. Four parents said that next year they would work with their child "all the time" and four replied as much as possible.

As in the Study Center Program, teachers felt the major strength was that the child received individual attention. The major weaknesses were a need for better planning of the program, and a need for more and better trained aides. Only one teacher felt the program should be discontinued. In this program also, students were perceived as having made significant gains.

PHASE III - CLASSROOM INTERVENTION

The objective of this phase of Title I is to improve classroom management by providing a continuous in-service program for teachers in the use of behavior modification techniques in changing the behavior of individual children. These techniques are based on operant learning theory and have been demonstrated to be successful in changing the problems of children and adults. Teachers participate and develop their skills in management through involvement with a behavior analyst in developing and implementing a plan or intervention which essentially involves the rearrangement of environmental contingencies -- the most basic being teacher's attention. The major goal is for teachers to learn these techniques by modifying an individual child and to generalize and use similar procedures with other members of the class.

Implementation of the program involves three phases:

1. Preliminary or baseline data is collected on the child referred to the program. The data collection is obtained by trained observers who observe the child in the natural setting of the classroom. Observations are a half hour in length and are taken for a period of ten to fifteen days.

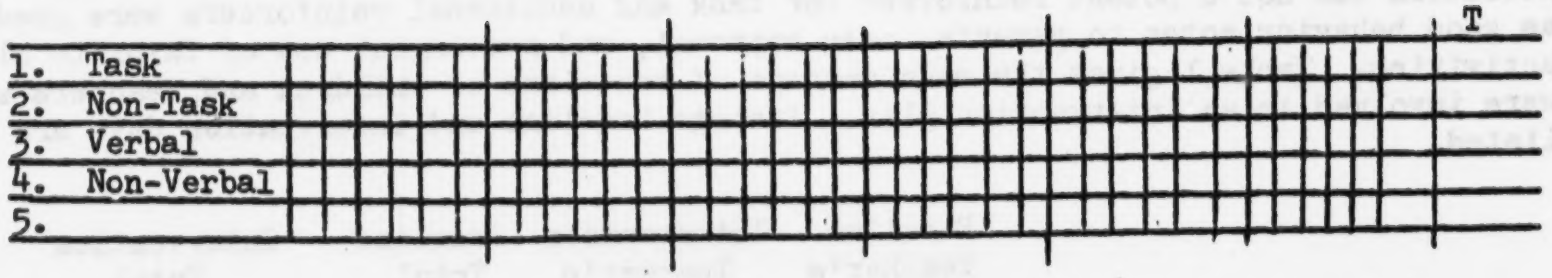
2. Using the findings of the baseline data the behavior analyst prescribes an intervention plan which the teacher implements in her treatment of the child. Observations on the child are continued to determine the effectiveness of the plan and its implementation. Observations are terminated when the desired behavior level is attained and the teacher has learned to use the techniques.

3. Follow-up observations are made to determine the persistence of the child's changed behavior.

Observations

The observers record the child's behavior on an observation form which has five rows of squares as shown in figure 1. Observers use a stop watch with a ten-second sweep and record the behavior in each square. Each square represents a ten-second time interval and for a full half hour observation 180 squares would be marked off. The first row is used to record the child's task behavior which would include such behaviors as writing, reading, and listening to the teacher. The second row is used to record the child's non-task behavior and includes such behaviors as daydreaming, aggressive behavior, and out of seat behavior. The third row is used to record teacher's verbal attention to the child, such as praise, criticism, or any statement pertaining to work. Non-verbal attention from the teacher is recorded in the fourth row and includes such behaviors as pats on the back, smiles, or frowning. The fifth row is used to record any particular problem that the child might exhibit at a frequent rate, such as yelling out or getting out of the seat. With this type of observation form the relationship of teacher's attention and the child's behavior could be determined.

Figure 1



OBSERVATION FORM AND BEHAVIOR CATEGORIES

For each behavior category the number of ten-second time intervals recorded is counted and converted to percentages. (Observer reliability was checked by having a second observer record a simultaneous observation. Periodic checks were made throughout the year and inter-reliability averaged 80 percent.)

Intervention

Intervention effectiveness was measured by the increase in the child's task behavior and decrease in non-task. In most instances, task behavior increased as a result of an increase in teacher's contingent use of her attention to task. On occasion, teacher's attention was not a potent reinforcer for task and additional reinforcers were used, such as good behavior notes to parents, peer approval, and contingent use of favorite classroom activities. Table 1 gives the mean average of behaviors of children and teachers who were involved in an intervention plan. Average baseline and intervention days are also listed.

	Baseline Task	Intervention Task	Baseline Teacher's Attention to Task	Intervention Teacher's Attention to Task	Baseline Total Teacher's Attention	Intervention Total Teacher's Attention
Boys	59%	74%	59%	78%	7%	8%
Girls	48%	62%	54%	69%	7%	7%

	Average Baseline Days	Average Intervention Days
Boys	14	14
Girls	12	12

Table 1. Average mean percentages of modified behaviors for intervention children

Post Observations

Observations were taken in the spring on twenty-seven of the children who were referred to the classroom intervention program. Most children were involved in a formal intervention plan while the remaining were discussed at meetings with the behavior analyst and possible behavior modification techniques which could be used were considered. Table 2 gives the results of the post observations.

	Task	Teacher's Attention to Task	Total Teacher's Attention
Baseline Average	58%	60%	7%
Post Observation Average	75%	74%	9%

Table 2. Average mean percentages of modified behaviors for classroom intervention referrals for post observations

Participation

The services of classroom intervention was available to all eight inner-city schools. Thirty-six teachers in seven different schools requested the service. In some cases, baseline observations were taken on several children with no intervention plan being implemented due to changes in teachers or schedules, inappropriate referrals or a change in the child's behavior prior to intervention. Table 3 gives the number of teachers and children participating.

	K-2	3-4	5-6	Total
Boys				
Observed	12	16	6	34
Intervention	7	13	4	24
Teachers involved in intervention	8	17	4	29
Girls				
Observed	4	3	3	10
Intervention	3	4	1	8
Teachers involved in intervention	3	5	1	9
Total	37	58	19	

Table 3. Number of children and teachers involved in Classroom Intervention

Evaluation

In addition to the continuous data that was obtained for each child, fifty teachers were randomly selected for observations to assess the effectiveness of the program in participating schools as evidenced by the general change in teachers' behaviors which were relevant to the program. All fifty teachers were observed for four half-hour sessions prior to the start of any intervention plans. The design was to observe the same fifty at the end of the school year, but due to procedural changes the sample was reduced to twenty-five. After the preliminary observations were taken the observation form was improved and modified for the post

observations and the data obtained could not be compared to measure behavioral change. This method of evaluation was undertaken for the first time this year and the weakness in procedure will serve as constructive guidelines for further evaluation of this type.

It was possible to utilize the post evaluation data for seven teachers of the sample fifty who requested classroom intervention services by utilizing the preliminary data taken on individual children who were involved in intervention and comparing it to the post observation data taken on a sample of six children. Results of these observations are shown in Table 4. The seven teachers who requested the classroom intervention services are designated as Group I. Group II teachers were indirectly involved with the behavior analyst with their attendance and participation in discussions pertaining to intervention results. Teachers comprising Group III had no contact with the program and were not informed of intervention results. The data reveals that Group I teachers raised the referral childrens' task behavior seventeen points after intervention to an average of 73 percent task behavior. The average task behavior on a random sample of six children in Group I classrooms was 81 percent. Group I teachers had an average baseline attention to task for referral children of 56 percent and after intervention the average was raised to 73 percent. The average attention to task for the sample of six children was 90 percent. Because the children were referred to the classroom intervention program we can assume that their task behavior was much lower than the other members of the class and made a greater gain than the children who were not referred to the program. Had preliminary data been available for Groups II and III then this assumption could be verified.

	TASK			ATTENTION TO TASK		
	Referral Children		Sample of Six Children Post Observations	Referral Children		Sample of Six Children Post Observations
	Baseline	Intervention		Baseline	Intervention	
Group I	56%	73%	81%	56%	73%	90%
Group II			86%			94%
Group III			83%			91%

Table 4. Average mean percentages of behaviors of teachers and children in random sample observations. Baseline and intervention figures for Group I are the average mean percentages for referral children.

In the teacher evaluation of the Classroom Intervention Program, teachers were asked to list five specific ways in which the program had been beneficial to them (Form F). The major benefit (27 responses) can be broadly categorized as an increased awareness of classroom dynamics, including teacher behavior. The second most frequently mentioned benefit (18 responses) was that the program afforded new ideas for improving the behavior of problem children. Fourteen teachers felt the principles learned transferred to other classroom situations, and 13 felt they were better able to handle classroom situations, with positive reinforcement, than they had been before. Five teachers felt the program had been positively reinforcing to the teachers, 4 gave no comment. Nineteen response categories (25 responses) received three or fewer responses.

The major weakness of the program (14 responses) was considered to be in staffing. It was felt that the teachers could have used more assistance and direction from behavior modification personnel and that there should be more of said personnel. Another frequently mentioned weakness (6 responses) was that behavior modification personnel did not inform the teachers of their strengths and weaknesses in the area. Five teachers felt that the program interrupted teaching flexibility to a detrimental extent. There were 27 widely diversified response categories receiving three or fewer responses (37 total responses), and four teachers responded "no comment".

As to whether or not this program should be continued in future Title I programs, 37 teachers responded yes while only one teacher felt the program should be deleted.

When asked what changes should be made in the classroom intervention program, 12 teachers did not comment. Five teachers saw a need for increased communication and feedback. The remaining 44 responses were in 36 categories that received three or fewer responses.

In evaluating the Classroom Intervention Program, teachers were also asked to fill out a form on each child involved (Form E). When asked what changes had taken place in students' study skills during the course of the year, teachers said 6 pupils (19%) had improved substantially, 15 (47%) had improved somewhat, 10 (31%) showed little or no change, and one student (3%) exhibited somewhat poorer study skills at the end of the year.

In terms of changes in the children's self-concept over the year, teachers said 4 pupils (12%) had shown substantial improvement, 18 (55%) had shown some improvement, 9 (27%) had little change, and 2 (2%) ended the year with a poorer self-concept.

Three students (10%) improved substantially in their classroom behavior, 19 (39%) improved somewhat, 8 (25%) remained about the same, 1 (3%) had somewhat poorer behavior and 1 (3%) had substantially poorer behavior at the end of the year.

In academic performance, teachers reported 3 students (10%) as having improved substantially, 15 (47%) as showing some improvement, and 14 (43%) as remaining about the same.

Another goal of the program was to get the child to change his attitude of cooperation towards his classmates. Teachers report 2 students (8%) substantially improved in this area, 13 students (54%) improved somewhat, and 9 (38%) stayed about the same.

In that the same five point rating scale was used for this program, if there was in fact no change on the part of the students, one would expect the mean of all responses to be 3.00. The mean of all the responses is actually 3.71 which is significant at the .05 level (95% CI = $3.59 < X < 3.83$).

Breaking this down by grade level, we find that for grades K-2, $X = 3.58$ (95% CI $= 3.41 < X < 3.76$). For grade levels 3-4, $X = 3.88$ (95% CI $= 3.71 < X < 4.05$). For grade levels 5-6, $X = 3.32$ (95% CI $= 3.05 < X < 3.58$).

Teachers felt that the major advantages of the Classroom Intervention Program were that they gained an increased awareness of classroom dynamics and received new ideas for improving the behavior of problem children. The major weakness in the program was one of staffing. There was just too much for one behavior analyst to handle. According to teachers 64% of the children that this program worked with improved in the behavioral realm, and 67% had a better self-concept.

PHASE IV - HOME-SCHOOL WORKER PROGRAM

In the evaluation of the Home-School Worker Program, the eight workers themselves filled out a questionnaire relating to the program (Form B - adapted to Home-School Worker).

Many varied responses were given to the question pertaining to how the program had been beneficial to the students. Four workers felt that the program had fostered a better understanding between students and three felt an increased understanding between teachers and parents had developed. Six responses could be classed in a general category of getting the parents more involved in school and school-related activities. Two workers felt the program had helped them to understand the teachers better. There were 11 more responses in as many categories, some not related to school, but where the worker felt the program had been beneficial.

The major weaknesses of the program were seen to be that of the workers' lack of time and the narrowness of the guidelines they received. Categories receiving one response ranged from poor communication with teachers to the fact that the workers had to use their own car and were not reimbursed for gasoline.

Major changes that the workers saw a need for in the program were that transportation expenses should be added and that they should have more time. Two workers felt that they should have paid sick-leave days and two felt that in some areas the guidelines they were to follow were too stringent. Categories receiving only one response ranged from a need for better pay to the need for a workshop to improve the Home-School Worker's functioning.

All eight of the Home-School Workers felt that the program should be continued.

The parents involved were asked to help in the evaluation of the Home-School Worker Program (Form K). Sixteen of the eighteen parents who responded to the questionnaire felt that they had received help from the Home-School Worker. The type of help received from the Home-School Worker varied greatly. Through this program parents felt that they received more information about the school and the type of programs their children were participating in. They also received help in learning how to help their children with their school work in addition to having many minor problems solved.

Ten parents felt they had become more involved with the school because of the program, while seven did not become more involved. The major increased involvement came in the participation in school activities and involvement with the academic process. Eight parents' attitude toward school became more positive as a result of this program, while ten parents said their attitude had not changed.

Six parents had five or more contacts with the Home-School Worker, six had three or four contacts, five had one or two, and two parents had no contact with the worker. Six parents said most of these contacts were at their request, while 12 replied that most were at the request of the worker.

When asked how often were their contacts with the Home-School Worker after school hours or on weekends, five responded very often, six answered sometimes, two replied seldom, and three parents never saw the worker during these periods. Seven parents felt that the

Home-School Worker helped them with problems not directly related to school.

Only two parents felt that they had requested help from the worker that was not received. This was reportedly in the area of reading and flash card help.

PHASE V - CLASS FOR EMOTIONALLY DISTURBED - TAYLOR CHILDREN'S HOME

A total of 24 children were engaged in this program all or part of the year. We feel our "on the grounds" classroom helped these children improve in their deficient skill areas, attitudes, habits, and behavior. Many individual needs, as well as group needs, were met. This year we stressed positive school behavior and attitudes. Individual tutoring was given to those youngsters who had very definite skill deficiencies. Both individual and small group classes were held. Instruction was based on meeting individual needs by a program of testing, evaluating, counseling and the utilization of special materials from IMC plus specific material such as remedial weekly readers, skill books, vocabulary material, reading laboratories, low track arithmetic material, all obtained by Title I for this purpose. Vocabulary building materials, Readers' Digest Skill Builders, Children's Press remedial reading, science and language material all were very effective in creating a learning situation whereby these children could be helped to see that learning can be a pleasant and interesting experience. Audio-visual aids, field trips for enrichment, library periods, arts and crafts classes, all stimulated interest, reduced classroom hostilities, brought about better relationships with peers as well as teachers and motivated youngsters to try to achieve on their own. Through a class newspaper, writing skills were encouraged. Through group meetings and individual counseling, youngsters were encouraged to discuss their problems, see where help was needed, why, what they could do to help themselves function better in a regular structured classroom, and help each other as well as themselves.

Through a College Volunteer Program, utilizing students from both Dominican and Carthage College, individual tutoring sessions were set up, so those pupils who needed much extra help in certain skill areas could be helped. In the elementary level reading and arithmetic skills were stressed. In the junior high level, math, remedial reading and English skills were stressed. Gains were noted in almost all areas.

In small group work, pupils were allowed to progress at their own rate of speed. Books and materials similar to those used in the regular classrooms were used. In some cases the regular course of study and materials were followed as closely as possible, depending upon the circumstances as to why the pupil was enrolled in the on-grounds classroom.

Of the total 24 pupils that were involved in the on-grounds classroom during the year, one was enrolled in grade 3; four in grade 5; three in grade 6; three in 6; nine in grade 7; four in grade 8; three in grade 9.

Three junior high pupils who were not in public school at all in the first semester are now in public school half days. The other part of the school day they are on grounds in the campus classroom doing fair work.

We placed two junior high pupils back in public school from a part time program to a full day program.

Eleven youngsters who couldn't accept structured classroom work in public schools were involved in individual school programs on grounds in the classroom to suit their needs for the full school year and improvement in all areas was noted.

Six youngsters were kept on a part time program the entire year, taking basics in the on grounds class, other subjects a part of the day in public school. Without this type of program, we feel that these youngsters would never have been able to participate in any structured classrooms.

One youngster who was involved in public school, but couldn't make it, was removed and placed in the on grounds class where he progressed very well.

One youngster out of school completely is now back in a school full time.

All on grounds pupils are definitely more positive in their attitudes, behavior and skills. Individual achievement was experienced by all pupils, even the slowest learners.

From this year's experiences we feel the need for the following:

1. More volunteers for 1 to 1 tutoring, reading listeners, etc.
2. Another classroom - another teacher so that closer contact can be given to more pupils in smaller groups.
3. More counseling sessions to stress positive attitudes, habits, and behavior patterns, with more personnel available to supervise other group activities while counseling sessions are being held.
4. A recreation area for a recess period.
5. Better facilities and materials for arts and crafts work.
6. A more efficient program of entering and testing youngsters to be involved in the campus classroom.

The following table represents a breakdown of the months gain individual students have made for the time spent in the special classroom utilizing the results of the tests as identified.

There is evidence, without statistical analysis, that students are achieving in the individualized approach to helping them maintain or increase their skill development while at the same time effecting changes in attitude and adjustment to the formal classroom setting.

GAIN IN ACHIEVEMENT FOR PUPILS IN TAYLOR CHILDREN'S HOME

Child's Name	Grade	Months in Program	Gates Oral Gain (months)	Word Recogn. Gain (months)	Form	Word Meaning Gain (mo.)	Paragraph Meaning Gain (mo.)	Arith. Comp. Gain (mo.)	Arith. Concept Gain (mo.)
Steve	8	3	5	3	Adv.	4	3	6	2
Tim	5	5	9	14	Int. I	13	9	14	16
John	6	2	4	2					
Ron	7	2	2	0	Int.			-2	0
Gary	7	5	14	12	Adv.	11	9	5	5
Herman	9	4	8	2	Int.II	11	5		
Glen	8	6	6	2	El. II	9	11	9	8
Sandy	9	4	7	8	Adv.	9	12	6	9
John	8	4	7	5	Adv.	6	5	7	8
Paul	3	8	11	11	Int.	9	12		
DuWayne	5	8	8	11	Int.	10	7	9	13
David	6	8	6	12		5	4	12	5
Garth	6	8	12	9		8	12	9	12
David	7	4	6	6		5	7	11	6
Jim	7	6			Int.I	3	1	8	8
Ed	8	7			Int.II	4	5	6	6
Randy	7	4				2	3	8	6
Richard	7	1	2	2					
David	7	3			Adv.	1	3	4	6

PHASE VI - EXTENDED DAY-CARTHAGE COLLEGE PROGRAM

The Carthage College program was in operation for twenty-two weeks during the school year 1968-1969. Counselors from the two junior high schools involved met with the volunteer college students on three occasions to discuss the goals of the program, the needs of the junior high school students, possible activities, and methods of relating to the students. Each college volunteer was given a written case study of the younger brother or sister. Approximately 90 college students, a college student coordinator, six junior high school counselors, and 90 junior high school students participated in the program.

Junior high school students were selected on the basis of the criteria:

Lack of response to conventional classroom approaches.
Inadequate performance in communication skills.
Socially unacceptable behavior.
Indifference to responsibility.
Nonpurposeful activity.
Physical defects and poor health habits.
Exaggerated importance of status symbols.
Overage for grade.
School attendance is poor.
High rate of failure.
Aspiration level is low.
One or more years below grade level achievement in reading and arithmetic.
Participation in cultural activities is negligible.
Potential appears to exceed what test data show.

Activities as a group included:

A college basketball game
A performance of My Fair Lady
A Christmas party
A Valentine party
A beach party
A picnic
A banquet at Washington Junior High School
A talent show at Washington Junior High School
Many birthday parties (girls)
Relay race for heart fund (boys

Activities involving individuals included:

Trampoline
Tennis
Pool
Basketball
Baseball
Touch football
Ping Pong

Sewing projects
Helping with dorm duties
Dress making projects
Made jack-o-lanterns
Sight-seeing around campus
Visit to downtown Kenosha
Dinner at the Valley
Art projects
Playing cards
Hair styling projects
Talking over problems
Visits to student's homes

Activities engaged in at times other that the regular weekly schedule:

Weekends spent at college
Weekends spent at college students' homes
Clothes given to junior high students

"This year's program was the most successful," states the coordinating counselor, because of pre-planning and the organizational structure of the program."

Questionnaires were given to the volunteer college students and to the junior high school students to obtain some feedback concerning the value of this program to the participating. Instead of a statistical analysis of the program, the following two questionnaires are included as typical reactions by the persons involved:

QUESTIONNAIRE

(Please fully answer these questions, don't simply give a yes or no)

Name Marcia

Little brother or sister Lynn

1. Do you intend to be in the program next year? yes Why or why not?

   I feel it is very worthwhile. I appreciate this opportunity to be of service and help to someone else and to thus enrich my own life.

2. Is the program too long or too short?

   The program is of proper length - any longer and it would be a burden to the big sisters and brothers - any shorter and it would be a waste of time.

3. Do you feel that two hours a week is a long enough time to expect any changes in your little brother or sister?

   I don't really feel I can "change" my little sister that much, it is just the idea that I can be around to talk to. My little sister has called me on the phone for added interaction if she has a special problem, thus the 2 hours of required time together has been enough.

4. What behavior changes did you notice in your little brother or sister as the program progressed?

Lynn defintely began to open up to me more. When she wanted to talk about her father's drunkenness or breaking up with her boyfriend, she felt free to. At the beginning of the program she talked "big and tough". Later she came down and became a loveable child.

5. What were the most meaningful activities you participated in together? List some of the activities you participated in -- together, meaningful or not.

1. I taught her some basic piano lessons -- she caught on exceptionally quick whereas I was told she was a slow learner.
2. She acted as the school teacher and I was the pupil -- I learned not only what she was learning in school but also found she had a tendency to reenact some of ther problems at this time.

3. She stayed with me for a weekend -- her smoking problem was a great cause of discouragement. She refused to smoke in front of me as she knew I disliked it. As a result, she coughed all Saturday night and became very ill on Sunday when I had to take her home. At this time I walked in on her family unexpectedly and saw what her home life really was.
4. Our trip to the junior high talent show dress rehearsal -- Lynn was in the show and did very well. This greatly lifted her ego to have me be there to see her. It did much to heighten our relationship and was a very worthwhile trip.

6. What did you find as the most difficult element in establishing a relationship with your little brother or sister?

Lynn is constantly active. She can't sit down long enough to talk about anything serious. The only time I could get anything from her was on our walks to the other end of the campus to play the piano. Even then, she loved to race me up there.

7. Have you talked over personal problems? Explain.

Yes, as I stated in question #4, she did begin to open up for brief periods of time. I know she was picked up for taking drugs; this she never mentioned, however.

8. Have you been of any help in trying to solve these problems? Explain.

I always questioned her about a problem when she began telling me of it. As far as helping, all I could really do was listen and hope that by her talking and thinking it out in her own mind she could solve the problem herself.

9. To what extent did or did not the program meet your expectations?

The program is definitely up to my expectations. I'm sure I have gained more from it than my little sister has.

10. Did you gain more understanding of "inner city" junior high students through the program?

I definitely did. I also gained a great admiration of the teachers who teach in such schools, namely Mr. McNamee and Mrs. Carter.

11. What were any specific "burdens" that you encountered by donating an evening for this project?

On certain evenings when I was especially tired or had a test the next day, I did regret having her come. However, as a whole, I do not regret having participated.

12. State specific problems that you had with your little brother or sister.

The main problem was her smoking. She wanted to smoke, but it was against the program rules. This was, however, a good rule. She found out she could get by without it, and, at one time, even swore to stop the habit.

13. If you don't think that your little brother or sister profited from the program, state his or her name and we will drop them from the program. Please be very honest.

I feel Lynn did profit from the program; however, I don't understand why she has suddenly missed coming so many times except due to boy-friend problems.

14. Would you want the same student next year? Why or why not? (Remember, they are only allowed in the program for two years.)

I would love to work with Lynn again next year, but she is graduating from junior high.

15. How can the counsellors (McNamee and Carter on Wednesday, Ehlert and Schoffelman on Monday) be of more help? Did you feel that they were helpful this year? State specifically.

I feel Mr. McNamee and Mrs. Carter were wonderful. They were always around to help if one had a special problem with their little brother or sister. They always knew why and when your little brother or sister was absent and what problems had just come up. I feel the special night when they came to Carthage especially to talk to us about our little brothers and sisters and their problems was especially valuable. The only problem was that everyone crowded around trying to ask questions at the same time. Perhaps if the group were spilt into 2 or even 3 sections, the big brothers and sisters would feel freer to ask questions and the evening would be more beneficial.

16. What changes would you make in the program?

Something should be done about the "4-misses and you're out" rule. Some of those teenagers who need our help most are dropped from the program because of those problems which put them into the program in the first place, such as babysitting absences, trouble at home, etc.

17. What changes would you make in the organizational structure of the program? Did you feel that it was well organized? Was there adequate communication?

The program was organized very well. Jackie Tetting did a very good job in my opinion.

I am in the Monday group _____

I am in the Wednesday group _____

I am in both _____

CARTHAGE COLLEGE PROGRAM

Student Questionnaire

Name Joseph

1. Were you happy with the program?

   Of course. I liked it because it was the only opportunity I was interested in, in meeting people, besides, that was the only time I went to something after school.

2. What would you like to see changed?

   I think the people who are interested in science should be able to work in the laboratories there. Otherwise the program was conducted perfectly.

3. Would you recommend this program to others?

   Yes. Only if the person is matured enough to be courteous to the big brothers and sisters.

4. What activity did you enjoy the most?

   I liked the times when we played different sports in the gym. (After all I needed the exercise.)

5. What activity did you enjoy the least?

   Leaving Carthage College. (ha, ha)

6. Was it easy to talk to your big brother or sister?

   It was hard at first because I was shy. It soon became easy afterwards, when I got used to being around people.

7. Did the college student help you with school work?

   To tell the truth, no. But my big brother wasn't that interested in my school work.

8. Did you spend time other than Wednesdays with your big brother or sister?

   No. I didn't have that much time to spare.

9. If chosen would you care to participate next year?

   Yes. I'd love to since it's my only contact with students besides school and church.

10. Would you be willing to go if you did not eat in the cafeteria?

Of course. Man cannot live by bread alone.

ADDENDUM

Form A
Form B
Form C
Form D
Form E
Form F
Form G
Form H
Form K

Carthage College Volunteer Questionnaire
Student Questionnaire - Carthage College Program

Unified School District No. 1
Racine, Wisconsin
Title I E.S.E.A.

Form A

Student's Name _____

Please answer the questions below by placing the letter for the appropriate rating in the blank before the question. The ratings and their code letter are as follows:

a. substantially improved achievement

b. somewhat improved achievement

c. little change if any

d. somewhat less achievement

e. substantially less achievement

_____1. To what degree has this student's achievement in reading changed in the course of the past school year? What evidence can you give for assigning this rating?

_____2. To what degree has this student's achievement in arithmetic changed during the course of the past year? What evidence can you give for this rating?

_____3. To what degree has this student's general study skills changed during the course of this past year? What evidence can you give for assigning this rating?

____4. What change has there been in the general attitude of this child towards school during the past school year? What evidence can you give for assigning this rating?

____5. What change has there been in the attitude of this child towards himself (child's self-concept) over the course of the past school year? What evidence can you give for assigning this rating?

____6. What changes have occurred in the child's general classroom behavior patterns over the course of the past school year? What evidence can you give for assigning this rating?

____7. What change has there been in the child's attitude towards reading activities over the course of the past school year? What evidence can you give for assigning this rating?

____8. What change has there been in the student's attitude towards arithmetic activities and related school work over the course of the past school year? What evidence can you give for assigning this rating?

____9. What change has there been in the child's general academic performance as measured by teacher assigned grades or related teacher ratings over the course of the past school year? What evidence can you give for assigning this rating?

_____10. What were the total number of half days absent during the 67-68 school year?

_____11. What were the total number of half days absent during the 68-69 school year (to date)?

_____12. Given the objectives as you understand them of the Title I Study Centers do you feel that the selection of this child was appropriate?

Give reasons.

_____ _____
Signature Date

Unified School District No. 1
Racine, Wisconsin
Title I E.S.E.A.

Form B

1. List 5 specific ways in which the study center has been beneficial to students involved.

2. List 5 major weaknesses of the study center.

3. Do you feel the study centers should be continued (check the appropriate blank)

yes _____

no _____

4. List the 5 most important specific changes which could be made in the study centers to improve their effectiveness.

5a. To what degree were the efforts of the study center coordinated with the student's experience (check the appropriate blank)

a. a great deal of coordination _____

b. some coordination _____

c. very little if any coordination _____

5b. What would you recommend to improve communication or coordination of activities and the efforts of the study centers

Unified School District No. 1
Racine, Wisconsin
TITLE I E.S.E.A.

Form C

Student's Name _____

Please answer the questions below by placing the letter for the appropriate rating in the blank before the question. The ratings and their code letter are as follows:

a. substantially improved achievement

b. somewhat improved achievement

c. little change if any

d. somewhat less achievement

e. substantially less achievement

____1. To what degree has this student's achievement in reading changed in the course of the past school year? What evidence can you give for assigning this rating?

____2. What changes have taken place in this student's general study skills during the course of this past year? What evidence can you give for assigning this rating?

____3. What changes have occurred in the child's general classroom behavior patterns over the course of the past school year? What evidence can you given for assigning this rating?

____4. What change has there been in the child's attitude toward reading activities over the course of the past school year? What evidence can you give for assigning this rating?

_____5. What change has there been in the child's general academic performance as measured by teacher assigned grades or related teacher ratings over the course of the past school year? What evidence can you give for assigning this rating?

Unified School District No. 1
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TITLE I E.S.E.A.

Form D

1. List 5 specific ways in which the Home Reading-Language Program has been beneficial to students involved.

2. List 5 major weaknesses of the Home Reading-Language Program.

3. Do you feel the Home Reading-Language Program should be continued (check the appropriate blank)?

_____ yes

_____ no

4. List the 5 most important specific changes which could be made in the Home Reading-Language Program to improve its effectiveness.

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Title I E.S.E.A.

Form E

Student's Name _____

Please answer the questions below by placing the letter for the appropriate rating in the blank before the question. The ratings and their code letter are as follows:

a. substantially improved achievement

b. somewhat improved achievement

c. little change if any

d. somewhat less achievement

e. substantially less improvement

____1. What change has taken place in the student's general study skills during the course of this past year? What evidence can you give for assigning this rating?

____2. What change has there been in the attitude of this child towards himself (child self-concept) over the course of the past school year? What evidence can you give for assigning this rating?

____3. What changes have occurred in the child's classroom behavior patterns over the course of the past school year? What evidence can you give for assigning this rating?

____4. What change has there in the child's general academic performance as measured by teacher assigned grades or related teacher ratings over the course of the past school year? What evidence can you give for assigning this rating?

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Title I E.S.E.A.

Form F

1. List 5 specific ways which the classroom intervention program has been beneficial to you as a teacher.

2. List the 5 major weaknesses of the classroom intervention program.

3. Would you recommend continuation of this program in future Title I programs (check the appropriate blanks)

   yes _____

   no _____

4. List the 5 most important changes which should be made in the classroom intervention program.

Unified School District No. 1
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Title I E.S.E.A.

Form G

Student's Name _____

STUDY CENTER - PARENT QUESTIONNAIRE

1. How much to you think the Study Center helped your child's

	Very Much	Somewhat	Not at All
Reading			
Arithmetic			
Study Skills			
Classroom Behavior			
Attitude Toward School			
Attitude Toward Self			
Attitude Toward Reading			
Attitude Toward Arithmetic			
Child's Grade in School			
Child's Attendance			
In general, how beneficial was the Study Center for your child			

2. How important do you think the field trips were for the children in the Study Center?

Very _____ Somewhat _____ Little or None _____

3. How important do you think the snacks were for the children in the Study Center?

Very _____ Somewhat _____ Little or None _____

4. How would you describe the attitude of the teachers in the Study Center?

Very Understanding ____ Somewhat understanding ____ Not too Understanding___

Somewhat negative toward the children ____ Very negative toward children ____

5. How would you describe the attitude of the aides in the Study Center?

   Very understanding ____ Somewhat understanding ____ Not too understanding ___

   Somewhat negative toward the children ____ Very negative toward children ____

6. How much was the Study Center teacher able to help your child in her-his work?

   Very helpful _____ Some help _____ Little or no help _____

7. How much was the aide able to help your child in her-his work?

   Very helpful _____ Some help _____ Little or no help _____

8. In what ways do you think the Study Center helped your child the most?

   a.

   b.

   c.

   d.

   e.

9. What do you think were the most important weaknesses or problems with the Study Centers?

   a.

   b.

9. cont.

c.

d.

e.

10. Do you think the Study Center program should be continued?

Yes _____ No _____

11. What are the most important ways in which you think the Study Center could be made better and help your child and other children more?

a.

b.

c.

d.

e.

Unified School District No. 1
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FORM H

Student's Name _____

1. How much to you think the Home Reading Program has helped your child's

	Very much	Somewhat	Not at all
Reading			
Study Skills			
Classroom Behavior			
Attitude toward School			
Attitude toward Self			
Attitude toward Reading			
Child's Attendance			
In general, how beneficial was the Home Reading Program to your child			

2. How would you describe the attitude of the aides in the Home Reading Program?

Very understanding_____ Somewhat understanding _____ Not too understanding___

Somewhat negative toward the children ____ Very negative toward children_____

6. How much was the Home Reading Program aide able to help your child in her-his work?

Very helpful _____ Some help _____ Little or no help _____

7. In what ways do you think the Home Reading Program helped your child the most?

a.

b.

c.

7. cont.

d.

e.

8. What do you think were the most important weaknesses or problems with the Home Reading Program?

a.

b.

c.

d.

e.

9. Do you think the Home Reading Program should be continued?

Yes _____ No _____

10. What are the most important ways in which you think the Home Reading Program could be made better and help your child and other children more?

a.

10. cont.

b.

c.

d.

e.

11. Did you like the Home Reading aide coming into your home and suggesting ways to help you improve your child's reading skills?

Yes _____ No _____

12. How much did this help you?

Very much _____ Somewhat _____ Little or none _____

13. How often did you work with your child?

Daily _____ 4 times a week _____ twice a week _____ once or less _____

14. Did you use the methods or materials give you by the aide with any of your other children?

Yes _____ No _____

15. Did you use the tape recorder with your child?

Yes _____ No _____

16. How much did the tape recorder help?

Very much _____ Somewhat _____ Little or none _____

17. How did the tape recorder help you?

18. Would you like more help from the aide?

Yes _____ No _____

19. How much time a week would you be willing to work with an aide?

_____

20. How much time a week would you be willing to work with your child next year?

_____

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Form K

HOME-SCHOOL WORKER PROGRAM

School _____

Please check one: Teacher _____

Home-School Worker _____

Principal _____

1. What are the most important ways in which the home-school worker has been beneficial

   a. To parents

      1.

      2.

      3.

      4.

      5.

   b. To children

      1.

      2.

      3.

      4.

      5.

c. To teachers and other school staff

1.

2.

3.

4.

5.

2. What do you think are the most important weaknesses of the home-school worker program?

1.

2.

3.

4.

5.

3. Do you think the home-school worker program should be continued? yes____ no____

4. What are the most important ways in which the program could be improved?

1.

2.

3.

4.

5.

5. To what degree do you feel the home-school worker has attempted to work with those who need help the most

_____ to a high degree

_____ to a moderate degree

_____ a minimum degree

6. How successful was the home-school worker in working with those who most needed her services

_____ very successful

_____ somewhat successful

_____ very little success

7. Has the degree of meaningful and realistic parental involvement increased at your school during this last year

_____ yes _____ no

8. If the answer to number 7 was yes, to what degree do you think this was a function of the work of the home-school worker

_____ to a large degree

_____ to a moderate degree

_____ to a minimal degree

CARTHAGE COLLEGE VOLUNTEER QUESTIONNAIRE

Please fully answer these questions,
don't simply give a yes or no

Name _____

Little Brother or Sister _____

1. Do you intend to be in the program next year? _____ Why or why not?

2. Is the program too long or too short?

3. Do you feel that two hours a week is a long enough time to expect any changes in your little brother or sister?

4. What behavior changes did you notice in your little brother or sister as the program progressed?

5. What were the most meaningful activities you participated in together? List some of the activities you participated in -- together, meaningful or not.

6. What did you find as the most difficult element in establishing a relationship with your little brother or sister?

7. Have you talked over personal problems? Explain.

8. Have you been of any help in trying to solve these problems? Explain.

CARTHAGE COLLEGE PROGRAM

Student Questionnaire

Name _____

1. Were you happy with the program?

2. What would you like to see changed?

3. Would you recommend the program to others?

4. What activity did you enjoy the most?

5. What activity did you enjoy the least?

6. Was it easy to talk to your big brother or sister?

7. Did the college student help you with school work?

8. Did you spend time other than Wednesdays with your big brother or sister?

9. If chosen would you care to participate next year?

10. Would you be willing to go if you did not eat in the cafeteria?

9. To what extent did or did not the program meet your expectations?

10. Did you gain more understanding of "inner city" junior high students through the program?

11. What were any specific "burdens" that you encountered by donating an evening for this project?

12. State specific problems that you had with your little brother or sister.

13. If you don't think that your little brother or sister profited from the program, state his or her name and we will drop them from the program. Please be very honest.

14. Would you want the same student next year? Why or why not? (Remember, they are only allowed in the program for two years.)

15. How can the counsellors be of more help? Did you feel that they were helpful this year? State specifically.

16. What changes would you make in the program?

17. What changes would you make in the organizational structure of the program? Did you feel that it was well organized? Was there adequate communication?